

Sandhills Elementary

130 Lewis Rast Road
Swansea, South Carolina 29160

Grades	3-4 Elementary School	
Enrollment	555 Students	
Principal	Dave Toole	803-568-1200
Superintendent	Dr. J. Franklin Vail	803-568-1000
Board Chair	Chris Pound	803-791-7615

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	21	65	18	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	No
2005	Average	Below Average	No

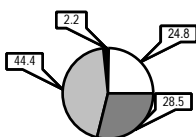
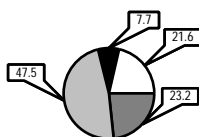
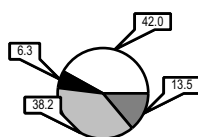
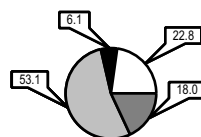
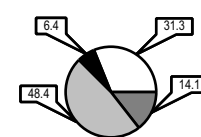
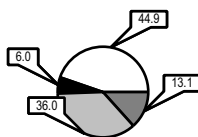
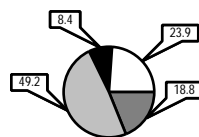
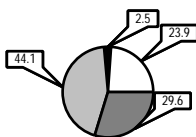
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	525	99.4	24.5	44.7	28.5	2.2	42.1	Yes	Yes
Gender									
Male	265	99.6	29.1	49.8	19.9	1.2	31.1		
Female	260	99.2	19.8	39.5	37.4	3.3	53.5		
Racial/Ethnic Group									
White	407	99.8	20.7	44.9	31.8	2.6	46.7	Yes	Yes
African American	98	100.0	38.5	44.8	15.6	1.0	24.0	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	19	89.5	31.3	43.8	25.0	0.0	37.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	420	99.3	18.5	45.1	33.7	2.8	48.1		
Disabled	105	100.0	48.5	43.4	8.1	0.0	18.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	525	99.4	24.5	44.7	28.5	2.2	42.1		
English Proficiency									
Limited English Proficient	11	81.8	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	514	99.8	24.1	44.7	29.0	2.3	42.6		
Socio-Economic Status									
Subsidized meals	368	99.7	27.5	48.4	23.2	0.9	34.1	Yes	Yes
Full-pay meals	157	98.7	17.2	35.9	41.4	5.5	61.4		

Mathematics – State Performance Objective = 36.7%									
All Students	525	100.0	21.6	47.4	23.4	7.7	46.4	Yes	Yes
Gender									
Male	265	100.0	22.2	51.2	22.2	4.4	42.9		
Female	260	100.0	20.9	43.4	24.6	11.1	50.0		
Racial/Ethnic Group									
White	407	100.0	17.8	47.4	25.9	8.9	50.5	Yes	Yes
African American	98	100.0	35.4	44.8	16.7	3.1	32.3	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	19	100.0	29.4	58.8	5.9	5.9	35.3	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	420	100.0	15.1	49.1	26.2	9.6	51.6		
Disabled	105	100.0	47.5	40.4	12.1	0.0	25.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	525	100.0	21.6	47.4	23.4	7.7	46.4		
English Proficiency									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	514	100.0	21.1	47.2	23.8	7.8	46.8		
Socio-Economic Status									
Subsidized meals	368	100.0	26.3	49.1	19.4	5.1	37.7	Yes	Yes
Full-pay meals	157	100.0	10.3	43.2	32.9	13.7	67.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	525	99.4	41.7	38.5	13.6	6.3	19.8
Gender							
Male	265	99.6	45.0	38.6	11.6	4.8	16.3
Female	260	99.2	38.3	38.3	15.6	7.8	23.5
Racial/Ethnic Group							
White	407	99.8	36.2	40.4	16.3	7.1	23.4
African American	98	100.0	61.5	30.2	4.2	4.2	8.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	19	89.5	56.3	37.5	6.3	0.0	6.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	420	99.5	34.8	41.2	16.2	7.8	24.0
Disabled	105	99.1	69.4	27.6	3.1	0.0	3.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	525	99.4	41.7	38.5	13.6	6.3	19.8
English Proficiency							
Limited English Proficient	11	81.8	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	514	99.8	41.2	38.7	13.8	6.4	20.2
Socio-Economic Status							
Subsidized meals	368	99.5	47.4	37.9	9.8	4.9	14.7
Full-pay meals	157	99.4	28.1	39.7	22.6	9.6	32.2

Social Studies							
All Students	525	99.6	22.8	53.1	18.0	6.1	24.0
Gender							
Male	265	100.0	23.4	54.8	17.5	4.4	21.8
Female	260	99.2	22.2	51.4	18.5	7.8	26.3
Racial/Ethnic Group							
White	407	100.0	20.9	53.1	18.8	7.1	25.9
African American	98	100.0	30.2	54.2	14.6	1.0	15.6
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	19	89.5	25.0	50.0	12.5	12.5	25.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	420	99.5	17.4	54.5	21.0	7.1	28.0
Disabled	105	100.0	44.4	47.5	6.1	2.0	8.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	525	99.6	22.8	53.1	18.0	6.1	24.0
English Proficiency							
Limited English Proficient	11	81.8	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	514	100.0	22.6	53.0	18.3	6.2	24.4
Socio-Economic Status							
Subsidized meals	368	99.7	26.6	54.2	15.8	3.4	19.2
Full-pay meals	157	99.4	13.7	50.7	23.3	12.3	35.6

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	270	99.6	17.6	38.2	37.5	6.7	44.2
	4	257	99.2	25.8	46.4	27.0	0.8	27.8
	5	5	100.0	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	262	99.2	23.2	41.9	31.7	3.3	35.0
	4	263	99.6	25.9	47.4	25.5	1.2	26.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	270	100.0	14.2	61.6	17.9	6.3	24.3
	4	257	99.6	24.9	47.8	20.2	7.1	27.3
	5	5	100.0	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	262	100.0	21.5	53.0	19.8	5.7	25.5
	4	263	100.0	21.8	41.9	26.6	9.7	36.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	262	99.2	42.7	38.6	12.2	6.5	18.7
	4	263	99.6	40.9	38.1	15.0	6.1	21.1
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	262	99.6	25.1	56.3	11.7	6.9	18.6
	4	263	99.6	20.2	50.2	24.3	5.3	29.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 555)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	1.4%	Down from 3.8%	3.6%	3.0%
Attendance rate	95.9%	Up from 95.1%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.0%	Down from 1.5%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%	Down from 1.7%	3.5%	3.2%
Eligible for gifted and talented	9.6%	Down from 11.2%	9.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.4%	Up from 13.6%	9.4%	8.2%
Older than usual for grade	1.3%	Down from 2.2%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	42.4%	Down from 45.2%	50.0%	52.6%
Continuing contract teachers	63.6%	Down from 87.1%	83.8%	83.3%
Highly qualified teachers	93.1%	Down from 96.6%	94.4%	93.5%
Teachers with emergency or provisional certificates	4.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.1%	N/A	87.1%	87.0%
Teacher attendance rate	88.2%	Down from 94.8%	94.8%	95.0%
Average teacher salary	\$36,289	Up 2.7%	\$41,132	\$41,703
Prof. development days/teacher	12.7 days	Down from 18.3 days	13.2 days	12.8 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Down from 22.2 to 1	18.4 to 1	18.8 to 1
Prime instructional time	81.1%	Down from 88.3%	89.1%	89.8%
Dollars spent per pupil*	\$4,896	Up 6.2%	\$6,058	\$6,242
Percent of expenditures for teacher salaries*	60.2%	Down from 63.0%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.1%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sandhills Elementary School serves approximately 540 students in grades three and four. In order to meet the special needs of all students, there are classes for special education kindergarten through grade four, for gifted grades three and four, and academic assistance computer labs for grades three through four.

"Shaping Every Student for Success" is our mission statement. In an effort to continually improve, school staff and the School Improvement Council have implemented strategies from our five-year strategic plan that drives school improvement. The school has made great strides in improving instruction in mathematics and writing, providing extended learning time through enrichment and computer lab classes, and providing opportunities for parental involvement in the curriculum.

An area of school focus this year has been to develop citizenship by creating a community of character. Our focus includes monthly character education themes, problem-solving lessons, and recognition of students through Students of the Month and Candlelight Luncheon. Guest readers share books of the month with students to create common literacy experiences for students and staff. Continued focus on providing opportunities for parents to be involved in the curriculum includes Literacy and Math Family Nights, as well as, the opportunity to interact with their children using Math Family Games kits at home. Development for teachers focused primarily on the improvement of the teaching of writing, mathematics, and science by participating in professional study groups, aligning assessments with instruction, and aligning instruction to the state standards in all subject areas.

Challenges that are ahead for the school include an increase in parental and community involvement, improvement in the area of student assessment, and an increase in student attendance.

The staff of Sandhills Elementary and School Improvement Council look forward to working with students, parents, and the community to make our school the very best that it can be. We would like to invite everyone to become a part of the "Sandhills Elementary Family" as we look forward to an exciting and successful school year.

Robin Washburn, School Improvement Council
Dave Toole, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	233	178
Percent satisfied with learning environment	100.0%	87.4%	85.1%
Percent satisfied with social and physical environment	96.2%	80.4%	77.8%
Percent satisfied with school-home relations	74.1%	89.2%	70.8%

*Only students at the highest elementary school grade level at this school and their parents were included.